



Growing Resources in Information Technology (G.R.I.T.)

Grant Program Partnership
Final Report

2012-2016

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Native American Affairs Coordinator, SC Commission for Minority Affairs

SC Commission for Minority Affairs

G.R.I.T. Grant Program Partnership Final Report

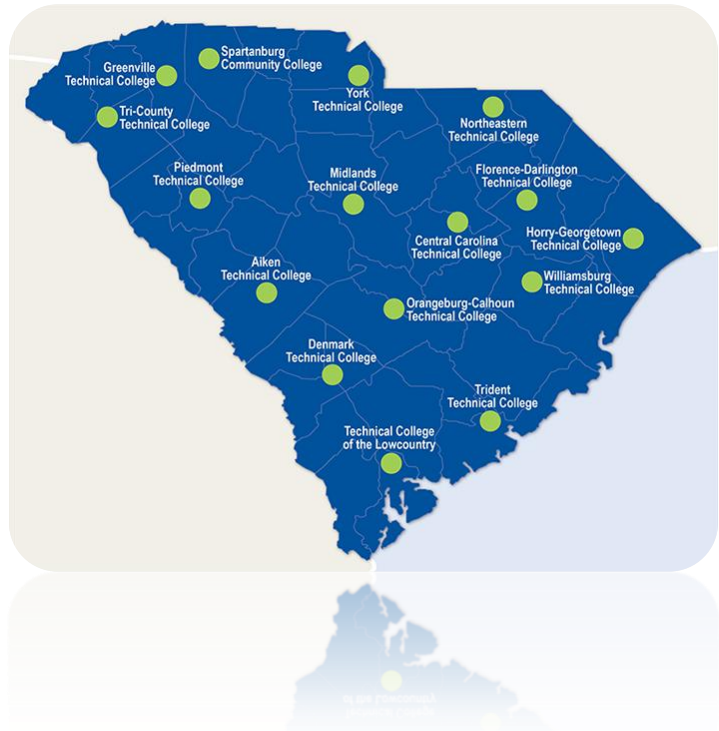
2012-2016

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Introduction

The Growing Resources for Information Technology (G.R.I.T.) was a fully funded grant program by the U.S. Department of Labor, Employment and Training Administration. Midlands Technical College was awarded \$5,000,000 to be received over a four year period. The program became effective April 1, 2012 and will end on March 31, 2016. This program provided training for participants in the seven-county area served by Midlands Technical College and Central Carolina Technical College.



Midlands Technical College, as the lead partner, was joined by Central Carolina Technical College, to expand the service area of the G.R.I.T. program to the seven county area. These seven counties include: Clarendon, Fairfield, Kershaw, Lee, Lexington, Richland and Sumter. These counties and the two technical colleges represent 20% of the State's population and 22% of the veteran population.¹ These counties are home to 25% of African Americans, 25% of Asians, 17% of Hispanics and 13% of our State's Native American Indian population.² Of those individuals living in the seven counties, 43,087 are unemployed workers and nearly 500 of them are displaced IT workers with a college education³. The region is home to three significant military bases and the SC National Guard Headquarters.

The SC Commission for Minority Affairs (CMA) was contracted to work with Midlands Technical College and the G.R.I.T. program partners to provide training, outreach, technical assistance, and service on the program's advisory committee. Ms. Marcy L. Hayden, Native American Affairs Coordinator, was appointed to serve as the Project Team Leader on this program to ensure that contracting requirements were met. Additionally, Ms. Hayden worked in partnership with Ms. Lee S. McElveen, Hispanic Affairs Coordinator, to develop training materials⁴ and to conduct training activities. Outreach requirements were met by all CMA staff.

The Commission provided program support, training, recruitment and outreach in the following areas:

¹ Source: Midlands Technical College

² Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey-Compiled by MHayden.

³ Source: Midlands Technical College

⁴ See Appendix for "Cultural Competency Training: SC Demographics and the Culture of Poverty" Training PowerPoint developed by Ms. Marcy L. Hayden and Ms. Lee S. McElveen for the G.R.I.T. Program.

- Education Outreach to African-American, Hispanic, and Native American Communities;
- Technical Assistance;
- Culture Competency and Outreach Training; and
- Direct Student Recruitment.

A detailed outreach plan was developed by Ms. Hayden in early 2013 as student recruitment began for the programs. Ms. Hayden and staff attended meetings and events to provide face-to-face recruitment and outreach efforts with the following types of organizations:

- Churches and Faith-Based Organizations;
- Native American Tribes and Communities;
- Hispanic Organizations and Communities;
- State Agencies; and
- Non-profit Organizations.

Reports regarding outreach efforts and supplemental documentation were provided to Midlands Technical College staff each month as needed by Ms. Hayden and Ms. Lauretha Whaley, Administrative Manager. Additionally, staff served on the G.R.I.T. Advisory Committee along with other partners to establish On-the-Job training opportunities, to ensure cultural competence and to provide feedback to G.R.I.T. staff.

The program, which offers free Information Technology (IT) job training, will end this year. The last cohort will graduate on March 31, 2016, officially ending the G.R.I.T. program. The classes will be rolled back into the Midlands Technical College's "Quick Jobs" program and will be offered for a fee.

G.R.I.T. Program

The purpose of the G.R.I.T. program was to build a training infrastructure for high-growth, high-demand information technology occupations for unemployed veterans, minorities, women and others through a technical skills program that included on-the-job training (OJT). The G.R.I.T. program identified insurance and healthcare information technology as two industry sectors whose growth is jeopardized by regional skill and training gaps. Participants received the training through Midlands Technical College's Corporate and Continuing Education Division and were afforded the opportunity to be considered for an OJT experience with local employers like BlueCross/BlueShield of South Carolina.



Regional employers in insurance and health care IT departments anticipate needing nearly 2,200 new and replacement IT workers over the next four years⁵. The G.R.I.T. Training Program provided training exclusively for the three occupations in the highest demand among insurance and healthcare industries, which are as follows:

- Front-end Web Developer/Programmer Analyst,
- Computer Network Support Specialist, and
- Network and Data Communication Analyst.

These target occupations are on the H-1B Visa list through the U.S. Department of Labor and account for nearly three out of every four Information Technology job openings in the local insurance and health care industries. The program provided tuition, books, and multiple certifications at no cost to eligible participants. This equates to approximately \$18,000 of training per participant.

G.R.I.T. Program Eligibility Requirements

- Underemployed or Unemployed Veteran, Woman, Minority, or Other
- Currently reside in one of the following counties:
 - Clarendon
 - Fairfield
 - Kershaw
 - Lee
 - Lexington
 - Richland
 - Sumter
- An associate or bachelor's degree or equivalent combination of education and work experience in IT, including academic credit for military training.
- Documented IT Education and Work Experience (I.E. Resume, References, Educational or Training Transcript or Diploma, IT Training Certificate or Certification)
- Eligible to work in the U.S. without sponsorship.

Application Process

All applicants must have met the eligibility requirements before applying to the G.R.I.T. program. The application process was competitive, and those selected received a full scholarship that covered tuition, books, and certification exam fees. All eligible applicants had to complete the following process:

- Submit the online application and a resume;

⁵ Source: Midlands Technical College

- Eligible applicants are referred to the Midlands or Santee Lynches Workforce Development Board for enrollment in the Workforce Innovation and Opportunity Act (WIOA) program;
- Complete the **WorkKeys** and **Kenexa Prove It** assessment tests;
- Complete a SLED criminal background check; and
- Participate in a hands-on exercise and interview.

All applicants received email verification of their eligibility and with information to advance to the next step in the application process from Midlands Technical College staff. The G.R.I.T. staff conducted a comprehensive review of the documents submitted for eligibility. Completion of the application process did not guarantee enrollment in the G.R.I.T. program.

On-the-Job Training (OJT)

The G.R.I.T. On-the-Job Training (OJT) program provided wage reimbursements to employers to help defray the cost associated with upgrading information technology skills or training new hires in the fields of computer programming and network systems administration.

The OJT program assisted employers desiring an expansion to their business or to enhance their use of information technology. Depending on the size of the company, the OJT employers received between 50-90% of the hourly wage paid to OJT trainees for participating in the program. This allowed companies the opportunity to gain a skilled workforce, while not having to absorb the full cost of a new hire. The trainees gained valuable experience and in some cases, were able to gain full time employment with their OJT company.

More than 70% of G.R.I.T. students secured a job in Information Technology after completing one of the programs.

The G.R.I.T. program included up to eight weeks of OJT for participants to build technical and soft skills through work experience with a private or non-profit employer. Participants must have completed one of three 10-week or 14-week non-credit courses before starting their OJT work experience. The OJT experience provided the practical experience employers require and provided opportunities to secure permanent jobs. More than 70% of G.R.I.T. students secured a job in information technology after completing one of the programs.⁶

Employers were able to select their participants and conduct interviews for OJT, as if they were hiring for this position. This, in-turn, gave the participants the opportunity to practice interviewing skills and other soft skills needed to secure full time employment. Soft skills are a major hurdle for many employees seeking employment. Companies were able to discuss these

⁶ This statistic is from Midlands Technical College's G.R.I.T. webpage- "Fast Facts" Section: <http://www.midlandstech.edu/student-resources/college-opportunity-programs/growing-resources-information-technology-grit/grit-1>.

concerns during the Advisory Committee meetings with G.R.I.T. staff and other partners. These concerns lead to soft skills coaching classes through Midlands Technology College.

G.R.I.T. Partners

Throughout the duration of the grant, many partners were brought in to assist with various areas of need. These partners were strategically selected to aid in program design and strengthen the recruitment process for diversification as well as provide On-the-Job Training (OJT) opportunities. Many of these same partners also assisted in recruitment efforts and served on the G.R.I.T. Advisory Committee.

G.R.I.T. Partners

- *Agape Senior Care*
- *Central Carolina Technical College*
- *City of Columbia Chamber of Commerce*
- *City of Columbia Economic Development Office*
- *Clarendon Health System*
- *EngenuitySC*
- *Greater Columbia Area Chapter of the Black Data Processing Associates*
- *Greater Columbia Chamber of Commerce Information Technology Council*
- *Insurance Technology and Services Cluster (iTs/SC)*
- *IT-oLogy*
- *Midlands and Santee-Lynches Regional Education Centers*
- *Midlands Workforce Development Board*
- *Palmetto Health*
- *Santee-Lynches Workforce Investment Board*
- *SC Commission for Minority Affairs*
- *SC National Guard*
- *Tuomey Healthcare System*
- *University of South Carolina's Insurance and Risk Management Program*
- *Over 20 other employer partners from the insurance technology and healthcare industries across the Midlands Region.*



CMA Outreach Efforts

The Commission partnered with Midlands Technical College on the G.R.I.T. grant program during the initial phase of grant writing in 2011. As a partner, we were contracted to provide assistance in recruiting to members of minority communities, to provide outreach assistance and to provide cultural competency and diversity training for staff of the Midlands Technical College.

The table below provides a detailed overview of the outreach activities provided by the Commission. This table contains the actual number of reported outreach events, number of hours recorded for events, and communities reached for each year of the grant from 2012-2016.

CMA Outreach Activities By Year				
Year	Number of Activities/Events	Number of Hours	Approximate Number of Contacts	Types and Number of Activities/Events
May 2012-Dec. 2012	21	63	1,876	Hispanic Specific Outreach-5
				Native American Specific Outreach-6
				African American Specific Outreach-2
				General Outreach-8
Jan. 2013-Dec. 2013	40	83	7,519	Hispanic Specific Outreach-4
				Native American Specific Outreach-11
				African American Specific Outreach-4
				General Outreach-21
Jan. 2014-Dec. 2014	19	60.5	11,202	Hispanic Specific Outreach-4
				Native American Specific Outreach-7
				African American Specific Outreach-1
				General Outreach-8
Jan. 2015-Dec. 2015	15	40	12,097	Hispanic Specific Outreach-3
				Native American Specific Outreach-3
				African American Specific Outreach-2
				General Outreach-7
May 2012-Mar. 2016	95	246.5	32,694*	Hispanic Specific Outreach-16
				Native American Specific Outreach-27
				African American Specific Outreach-9
				General Outreach-44

During the G.R.I.T. grant program period, the CMA made 32,964*⁷ contacts with individuals and organizations throughout the seven county area. Staff attended 95 events and activities hosted by and for diverse communities to spread the word about the G.R.I.T. program. In total 246.5 staff hours were spent in the field earning the Commission a total of \$14,790.00 in reimbursement funds. The staff participated in 44 General outreach efforts; 27 Native American

⁷ *These contacts were direct and indirect contacts. Approximations for events were recorded as approximations in reporting. All reported numbers are calculated from GRIT monthly reporting.

population specific outreach efforts; 16 Hispanic population specific outreach efforts and 9 African American population specific outreach efforts during the grant period.

CMA Training Efforts

As part of the Commission’s contractual work with the G.R.I.T. program, Cultural Competency training was developed specifically for the program’s staff. Ms. Hayden and Ms. McElveen developed a workshop training module to be used each year of the program to train staff. The training provided the G.R.I.T. staff with the tools they needed to better work with diverse cultures, communities and individuals in poverty.

These workshops included many interactive exercises for staff members to engage in and work through competency themes. Materials, group exercises and a PowerPoint presentation were created by CMA staff. The PowerPoint presentation, “*Cultural Competency Training: SC Demographics and the Culture of Poverty*,” contained multimedia videos, demographic information, photographs and cultural competency theories and best practices models⁸.

A total of four trainings were conducted by CMA staff. The table below provides the dates, number of attendees, presenter (s) and general impressions score from evaluations. Evaluations were graded on a scale of 1-5, with one being 1 being “Extremely Poor” and 5 being “Excellent.” Attendees were also given the option to write in comments and responses regarding what they liked and didn’t like about the training.

CMA Cultural Competency Training by Date			
Date	Number of Attendees	Presenters	General Impressions
August 24, 2012	9	Marcy L. Hayden Lee S. McElveen	Attendees scored the overall workshop as “Excellent” (5) and “Very Satisfactory” (4) on a scale of 1-5. Presenters were given a score of Excellent by all attendees on their knowledge of the subject matter.

⁸ Appendix for “*Cultural Competency Training: SC Demographics and the Culture of Poverty*” Training PowerPoint developed by Ms. Marcy L. Hayden and Ms. Lee S. McElveen for the G.R.I.T. Program.

March 4, 2013	3	Marcy L. Hayden Lee S. McElveen	Attendees state they agreed that the training was an "Excellent" training scoring all 5's on a scale of 1-5. Attendees believed the overall quality of the workshop was "Excellent" and applicable to the theme with helpful content. They also believed that the presenters had an "Excellent" knowledge of the subjects presented. Attendees felt the cycle of poverty information was most helpful along with the open discussion.
September 4, 2013	7	Marcy L. Hayden	Attendees state they agreed that the training was an "Excellent" training scoring all 5's on a scale of 1-5. Attendees believed the overall quality of the workshop was "Excellent" and applicable to the theme with helpful content. They also believed that the presenters had an "Excellent" knowledge of the subjects presented. Attendees enjoyed the multi-media and interaction the most.
September 22, 2015	3	Marcy L. Hayden	Attendees scored the overall workshop as "Excellent" (5) and "Very Satisfactory" (4) on a scale of 1-5. The presenter was given a score of Excellent by all attendees on their knowledge of the subject matter. Attendees felt they learned a great deal in a short amount of time. They said they took away the ability to "identify ways to accept the differences in others and accepting them in a positive way along with their differences." Additionally, attendees stated that the videos, demographic and social media information were their favorite parts of the training.
Total Trainings: 4⁹		Total Participants: 22	



⁹ Trainings were provided for a contractual fee of \$1,500 per training paid to the SC CMA. These trainings secured approximately \$6,000 in addition to the outreach efforts. CMA was funded at an approximate total of \$20,790 during the 2012-2016 program project period for contractual work. (Actual amount may vary slightly due to adjustments.)

Program Demographics

During the G.R.I.T. grant program period, Midlands Technical College tracked demographic numbers based on their applications, enrollment and completion of the program. In addition to these numbers, the college also tracked demographics of race, gender and military service. The tables below indicate the total number of participants and total number of applicants enrolled in the program. This data is provided by Midlands Technical College and is based on their last program cohort as of January 5, 2016.

Total Number of Participants by Year		
Year	Total Number of Eligible Enrolled Participants	Total Number of Participants to Complete (To Date)*
Year 1 (2012-2013)	62	56
Year 2 (2013-2014)	42	33
Year 3 (2014-2015)	44	34
Year 4 (2015-2016)	39	14
Total number served: 187 as of 1/5/16*		

Total Number of Applicants by Program Cohort				
Who applied	Programmer Analyst	Network Support Specialist	Network and Data Communication	Totals
African American	129	236	183	548
American Indian	4	8	8	20
Asian	15	5	9	29
Hispanic	12	16	16	44
Native Hawaiian	0	0	1	1
White	87	69	76	232
Veterans	52	106	94	252

Who applied	Programmer Analyst	Network Support Specialist	Network and Data Communication	Totals
Female	135	138	122	395
Male	110	196	166	472
Applicants with an IT Background	195	205	209	609
All Total Applicants¹⁰	245	334	288	867

Based on the data provided by Midlands Technical College, 187 individuals enrolled in the three cohorts over the four year program period. Of those enrolled individuals, 147 have completed the program. The program had a 79% completion rate. Of those that completed the program, 70% or 103 individuals went on to gain full time employment in the Information Technology sector.

The program had the highest number of interest from African Americans, in which 548 applications were received for the three cohorts. A total of 867 applications were received for the three cohorts during the program project period.

Conclusion

The CMA provided the G.R.I.T. program with four cultural competency trainings ensuring that the 22 staff attendees gained knowledge and skills needed to work with a diverse group of learners. These students included African Americans, Native Americans, Hispanics, Asians, Native Hawaiians, veterans, women and other under/un-employed individuals who enrolled in the G.R.I.T. grant program between 2012-2016.

The Commission for Minority Affairs provided outreach and recruiting over a four year period making direct and indirect contacts with approximately 32,694 individuals and organizations by participating in 95 events. The CMA staff dedicated 246.5 hours to outreach and recruitment for this program. Along with outreach provided by other program partners and the CMA, the G.R.I.T. program had 867 applications to the program.

In conclusion, the SC Commission for Minority Affairs, Midlands Technical College and G.R.I.T. program partners were able to assist 103 individuals secure full time employment in the information technology sector. Additionally, the Commission assisted in helping 187 individuals earn some type of additional training in the information technology and health care fields, with 147 individuals completing the G.R.I.T. program.

¹⁰ Total number based on male and female application numbers. All data on applications, enrollment, and graduation is provided by Midlands Technical College "GRIT" Staff. Numbers provided February 3, 2016. Program officially ends March 31, 2016.

Appendix



Cultural Competency Training: SC Demographics and the Culture of Poverty

**GRIT Partners Training
September 2015
Northeast Campus
Midlands Technical College**

Prepared by

SC Commission for Minority Affairs

G.R.I.T. PARTNERS



MIDLANDS WORKFORCE
DEVELOPMENT BOARD



CENTRAL CAROLINA
TECHNICAL COLLEGE

IT-ology™



engenuity^{SC}
Imagine More



Information Technology and Health Care



<https://www.youtube.com/watch?v=HlIkMCK-zlbl&list=PL88B6E8FAC5ABACBA>

What we will cover...

- Role of Commission
- Brief Demographics/Data on Minorities in Our State
- Introduction to Cultural Competency
- The Culture of Poverty
- Next Steps



Commission for Minority Affairs

- SC Code of Laws-Title 1 Chapter 13
- Established in 1993
- Purpose: Have a single point of contact for the minority populations and to address issues of socio-economic deprivation and poverty affecting ethnic minorities
- July 2003-Statute was amended
- Inclusion of other minority groups: African-Americans, Hispanics, Native American Indians, and Asians



Program Areas

- Community Based Program
- Research and Evaluation
- Small and Minority Business
- African American Initiative
- Native American Initiative
- Hispanic/Latino Initiative



Specific Services

- Technical Assistance
- Trainings
- Research, Data and Evaluation
- Information and Referral
- Capacity Building
- Business Development
- State Recognition for Native American Entities



South Carolina Demographics

Racial and Ethnic Minority Populations
And
Technology Use

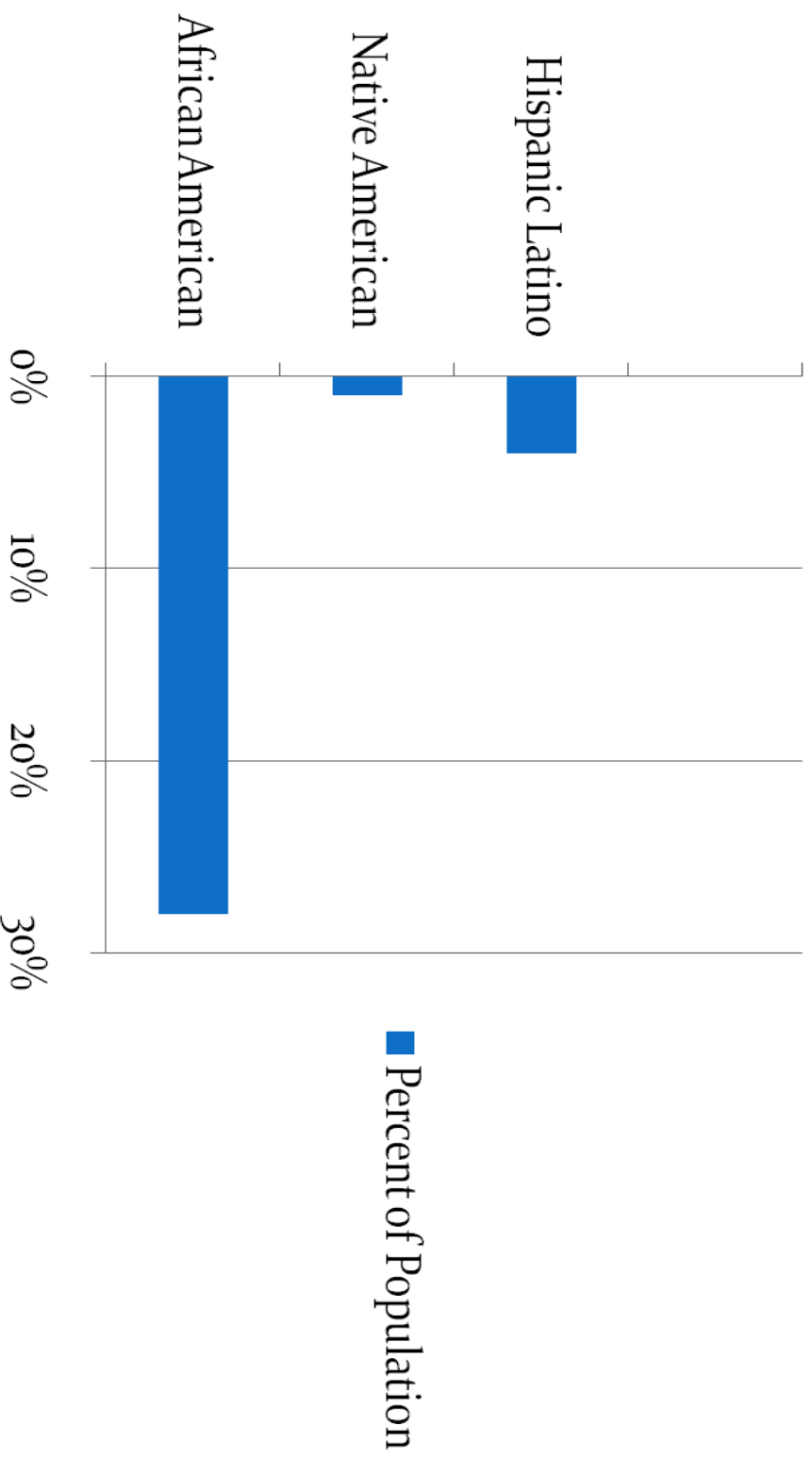
A Look at South Carolina's Landscape

20

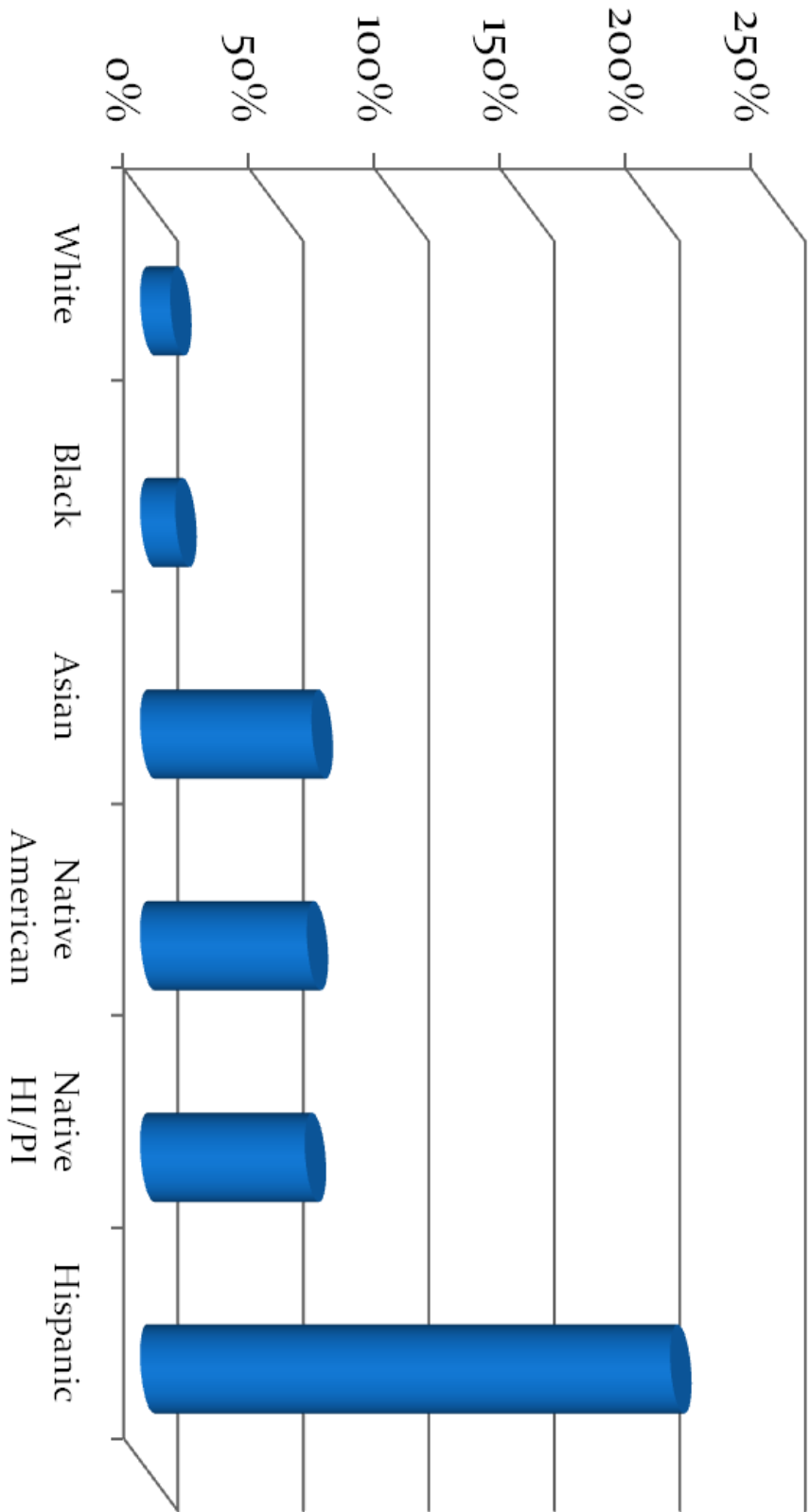
- Racial/Ethnic Population Totals:
 - African American-29%
 - Native American-<1%
 - Hispanic-5%



Percent of Population In South Carolina



1990-2000 Percentage Change in South Carolina



Source: SC Budget and Control Board-US Census-Community Profile

Technology



Did You Know?



Video Clip

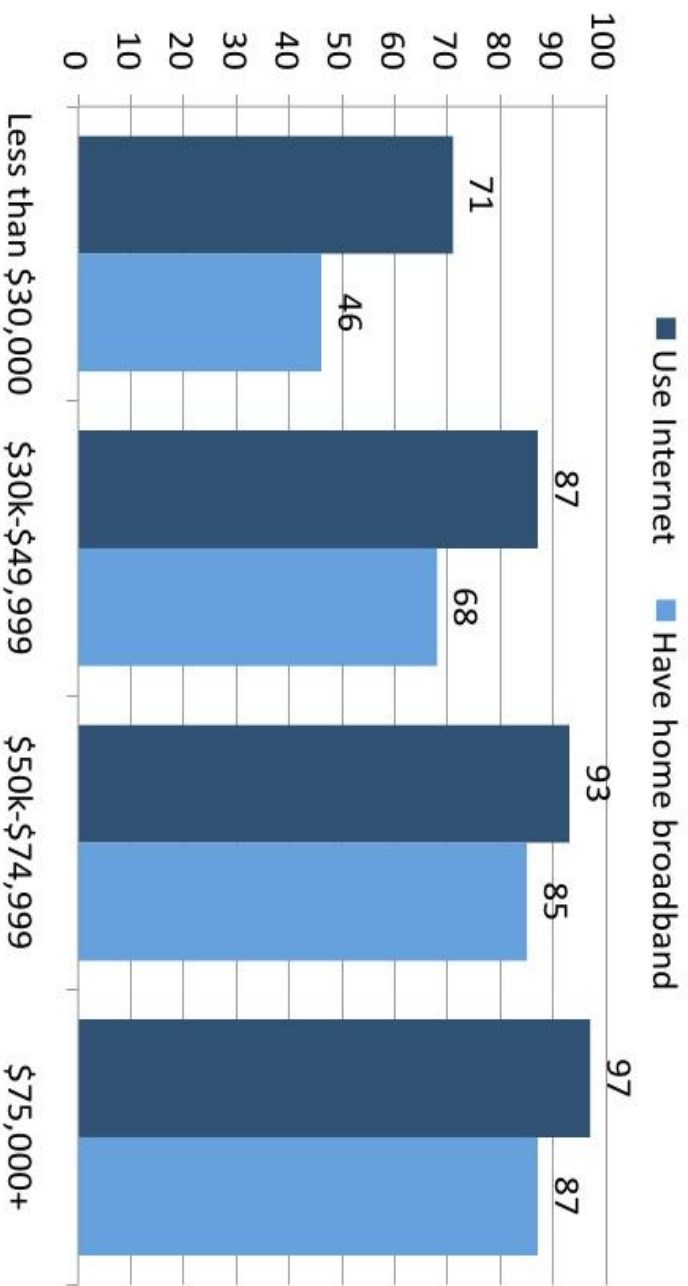
- <https://youtu.be/0eUeL3n7fDs>

Demographics of internet users

Below is the % of each group of American adults who use the internet, according to our August 2012 survey. For instance, 85% of women use the internet.

	% who use the internet
All adults	85
Men	85
Women	85
Race/ethnicity	
White, Non-Hispanic	86
Black, Non-Hispanic	86
Hispanic (English- and Spanish-speaking)	80
Age	
18-29	96
30-49	93
50-64	85
65+	58
Household income	
Less than \$30,000/yr	75
\$30,000-\$49,999	90
\$50,000-\$74,999	93
\$75,000+	99
Educational attainment	
No high school diploma	61
High school grad	80
Some College	94
College +	97

Internet use vs home broadband by yearly household income

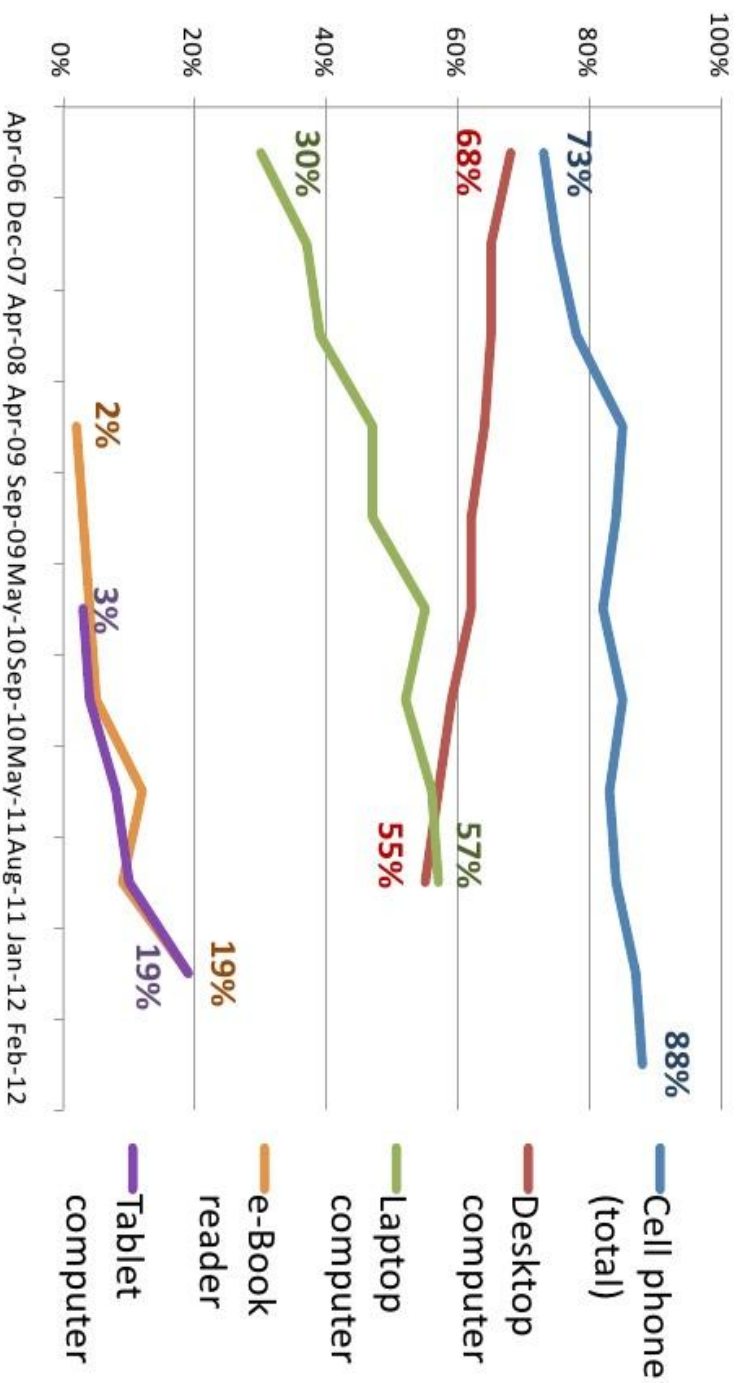


% of all adults 18+

Source: Pew Internet April 2012 survey.

@kzickuhr @pewinternet
pewinternet.org

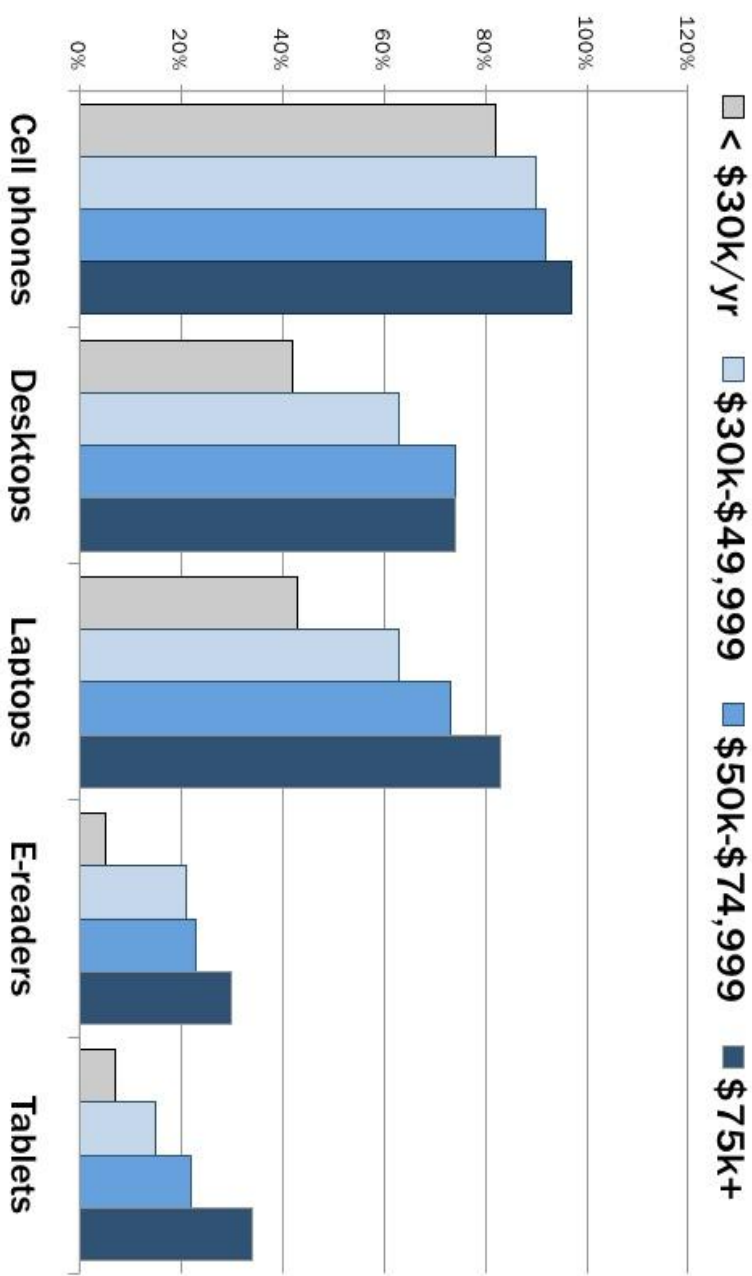
Adult gadget ownership, 2006-2012



Source: Pew Internet surveys. Data is for adults age 18+.

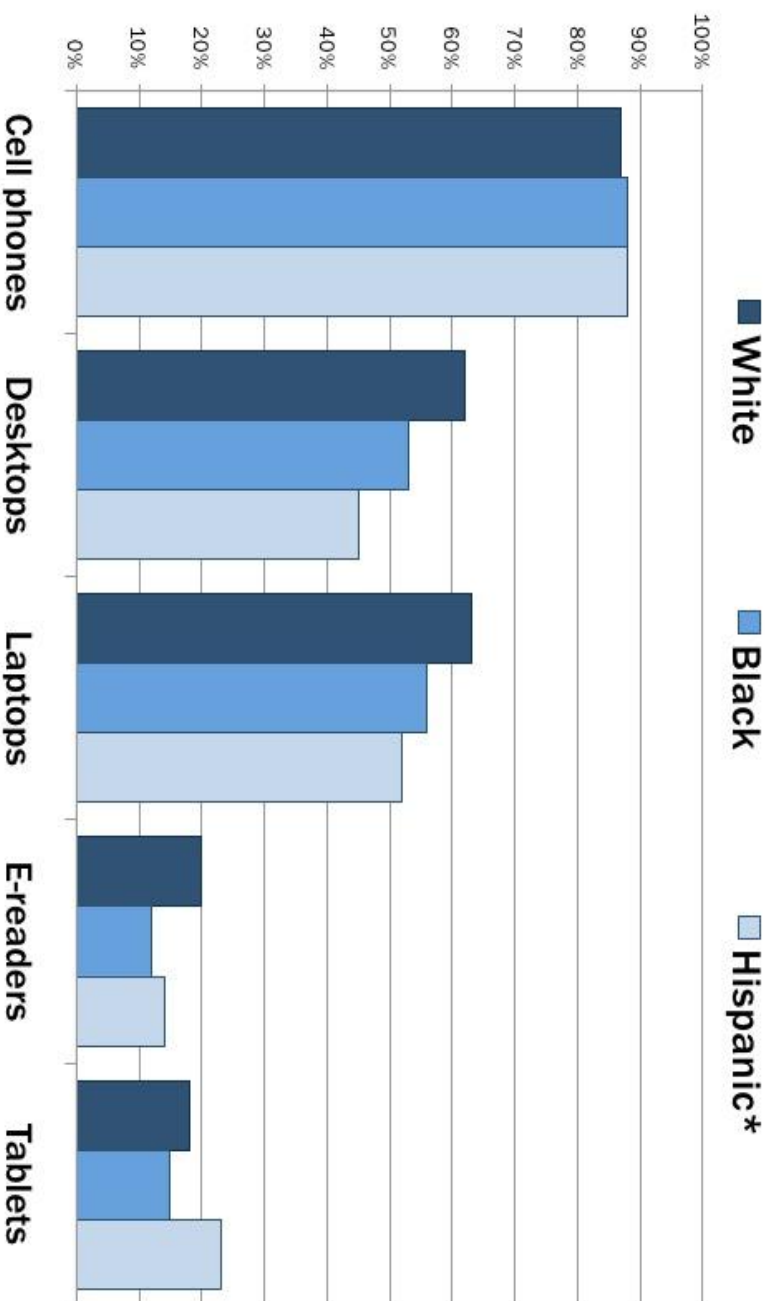
pewinternet.org

Gadgets by household income



Source: Pew Internet surveys. Data is for adults age 18+. pewinternet.org

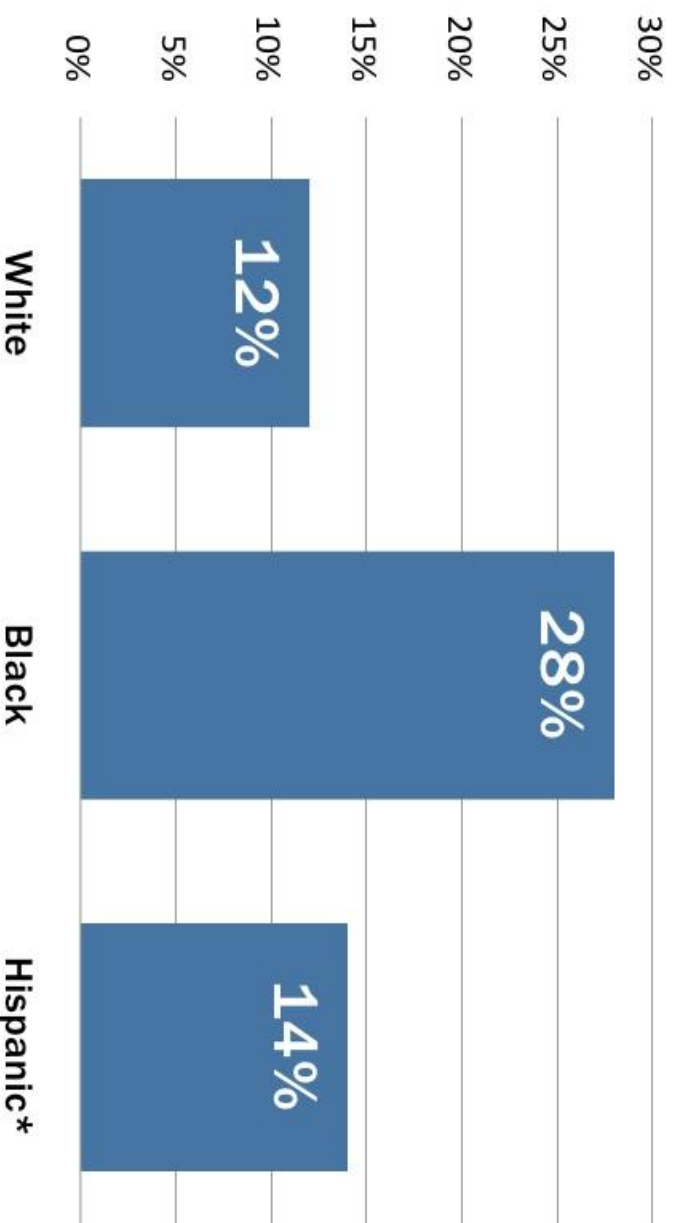
Gadget ownership by race/ethnicity



Source: Pew Internet surveys. Data is for adults age 18+.

* English- and Spanish-speaking

Twitter use by race/ethnicity



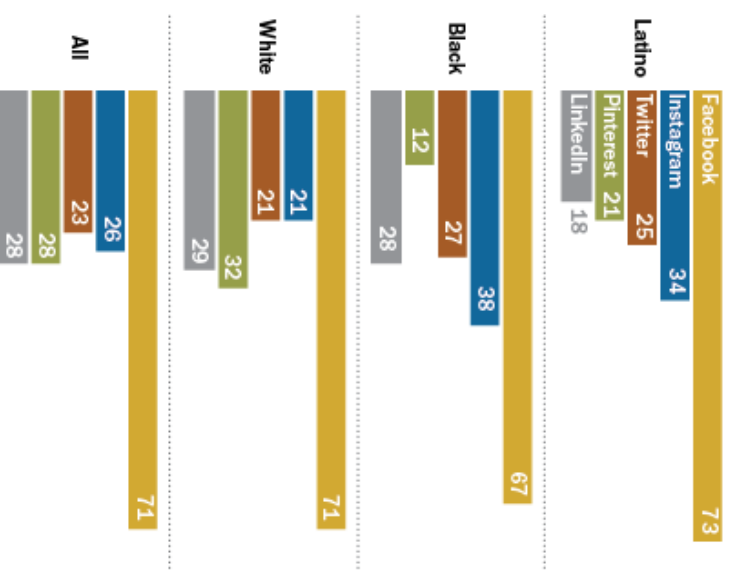
% of internet users ages 18+

Source: Pew Internet February 2012 survey.

* English- and Spanish-speaking

Latinos and Blacks More Likely Than Whites to Use Instagram, Less Likely to Use Pinterest

% of internet users who use each social media site, by race and ethnicity



Note: Blacks and whites include only non-Hispanics. Hispanics are of any race.

Source: Pew Research Center's Internet Project September Combined Omnibus Survey, Sept. 11-14, 2014 and Sept. 18-21, 2014. n=1,445 internet users


PEW RESEARCH CENTER

25% of smartphone owners say they **mostly** go online with their smartphone.

About one third of them do not have a traditional high-speed broadband connection at home.

Groups that are more likely to say their phone is their main source of internet access:

- Young adults
- Minorities
- Those with no college experience
- Those in lower-income households



Introduction to Cultural Competency

Group Activity:

“How You View Others”





Group Activity:

“How You View Others”

How did these “descriptions”, “characteristics”, and “stereotypes” make you feel?

Were they mostly positive or negative? Why?

Is it important to understand how other people view you and others like you?

How do you think this effects or could effect the way you work with others?

Cultural Competency Goal:

To be capable of interacting positively with people
who do NOT:

Look Like

Talk Like

Think Like

Believe Like

Act Like

Or

Live Like

...

ME!!!

Cultural Competency Training



Culture

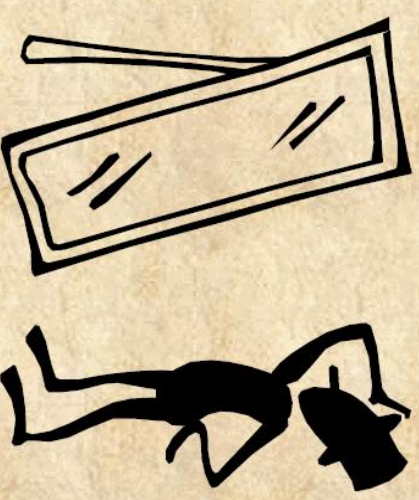
Culture is an integrated pattern of human behavior which includes but is not limited to - thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature

Developed by the National Center for Cultural Competence, 2001

Slide Source: The National Center for Cultural Competence, 2004

Culture

Culture is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.



It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.

(Lynch & Hanson 1992 Developing Cross Cultural Competence)

Dr. Jacqueline Jordan Irvine - Avoiding Stereotyping



Video Clip

<http://www.youtube.com/watch?v=IYP11f4wegQ>

Culture of IT

IT: The Geek		IT: The Business IT Support	
Is highly intellectual and intolerant of those who do not share the same knowledge		Does not share the same knowledge and requires tolerance	
Likes technology for technology's sake—Often views the technology as one's own artwork and toy box.		Do not care. Has business needs that technology is to solve—accompanied by statements like, "Can't you just fix this thing?"	
Is introverted by nature—a poor communicator		Is extroverted by nature—in desperate need of effective communication from IT.	
Views the business through the Dilbert filter.		Views the business through profits and losses—accompanied by statements like, "If we don't make any money, you don't have a toy box."	

Understand behavioral culture of IT teams to help align with business goals: By Change Tech Solutions Inc.
April 25, 2003, 7:00am PDT



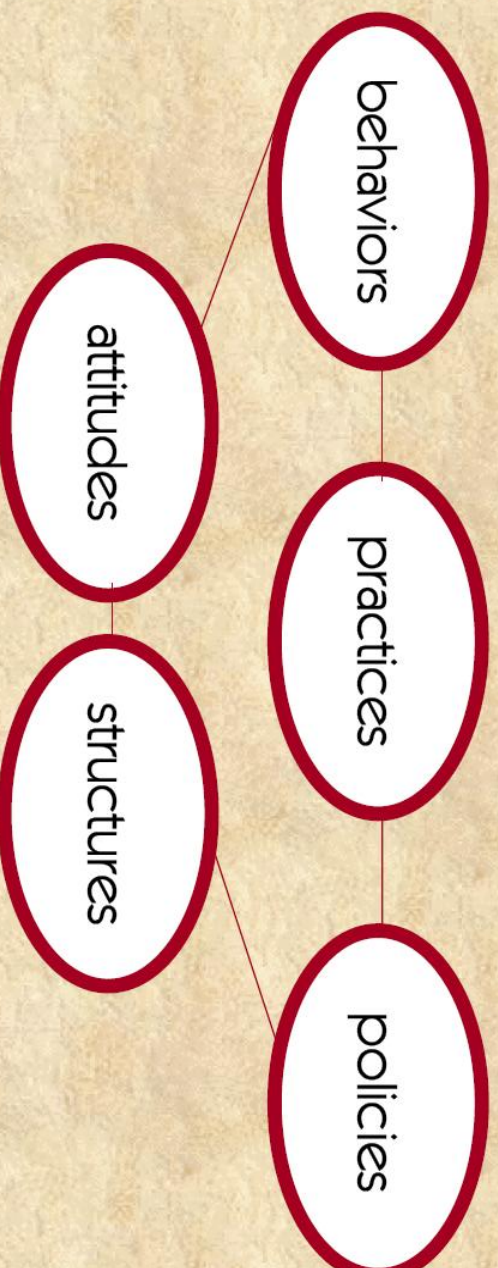
What is Cultural Competency?

42

The ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.

Source: J. H. Hanley (1999) - Beyond the tip of the iceberg: Five Stages toward cultural competence

Cultural Competence

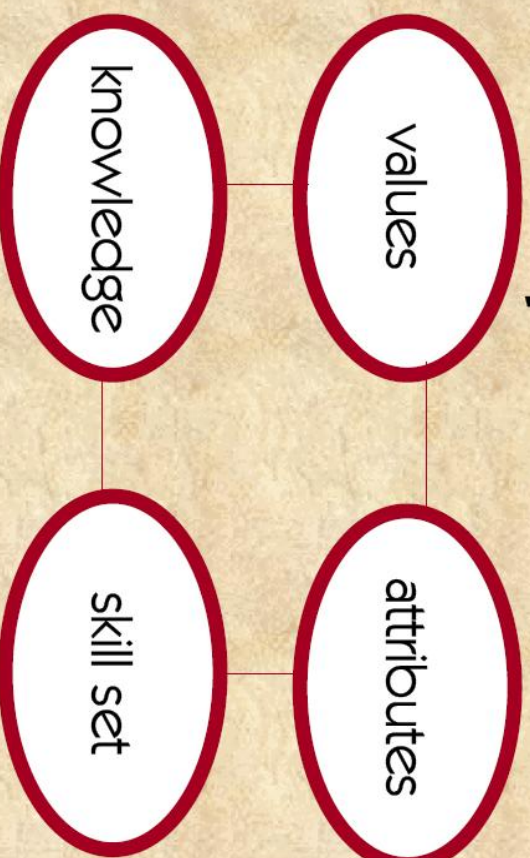


requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally

(adapted from from Cross, Bazron, Dennis and Isaacs, 1989)

Slide Source: The National Center for Cultural Competence, 2004

Competence



requires values, attributes, knowledge and a skill set to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis and Isaacs, 1989)

Slide Source: The National Center for Cultural Competence, 2004

Five Elements of Cultural Competence

Organizational Level

- value diversity
- conduct cultural self-assessment
- manage the dynamics of difference
- acquire & institutionalize cultural knowledge
- adapt to diversity & cultural contexts of communities served
 - policies
 - structures
 - values
 - services

(adapted from Cross, Bazron, Dennis and Isaacs, 1989)

Slide Source: The National Center for Cultural Competence, 2004

ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization including:

- policy making
- administrative
- practice/service delivery
- consumer/family
- community

and reflected in its attitudes, structures, policies and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

Slide Source: The National Center for Cultural Competence, 2004

Laws and Regulations

- **Human Rights and Civil Rights Legislation**
- **National Standards on Culturally and Linguistically Appropriate Services (CLAS)**
 - Culturally Competent Care(Standards 1-3),
 - Language Access Services (Standards 4-7)
 - Organizational Supports for Cultural Competence (Standards 8-14)
- Accreditation Guidelines (Examples)
 - CARF
 - Joint Commission on Accreditation of Health Care Organizations
 - Peer Review Organizations
 - Other Accrediting Bodies



Linguistic Competence

- the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities

- policy, structures, practices, procedures and dedicated resources to support this capacity



Goode & Jones, Revised 2003, National Center for Cultural Competence

Slide Source: National Center for Cultural Competence, 2004



Linguistic Competence

- bilingual/bicultural staff
- cultural brokers
- Multilingual telecommunication systems
- TTY
- foreign language interpretation services
- sign language interpretation services
- ethnic media in languages other than English
- print materials in easy to read and low literacy formats (e.g. picture and symbol formats)
- materials in alternative formats (e.g. audiotape, Braille, enlarged print)

Goode & Jones, Revised 2003, National Center for Cultural Competence

Slide Source: The National Center for Cultural Competence, 2004

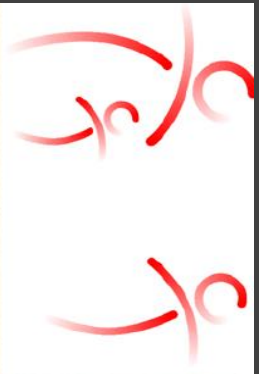


Linguistic Competence

- varied approaches to share information with individuals who experience cognitive disabilities
- translation of:
 - legally binding documents (e.g. consent forms, confidentiality and patient rights statements, release of information, applications)
 - signage
 - health education materials
 - public awareness materials & campaigns

Goode & Jones, Revised 2003, National Center for Cultural Competence

Slide Source: The National Center for Cultural Competence, 2004



Community Engagement

- Cultural competence extends the concept of self-determination to the community.*
- Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally diverse communities.
 - neighborhood, civic, and advocacy associations
 - local & neighborhood merchants and alliance groups
 - ethnic, social, and religious organizations
 - spiritual leaders and healers

Goode & Brown . 1997

* Cross, Bazron, Dennis & Isaacs, 1989



Community Engagement

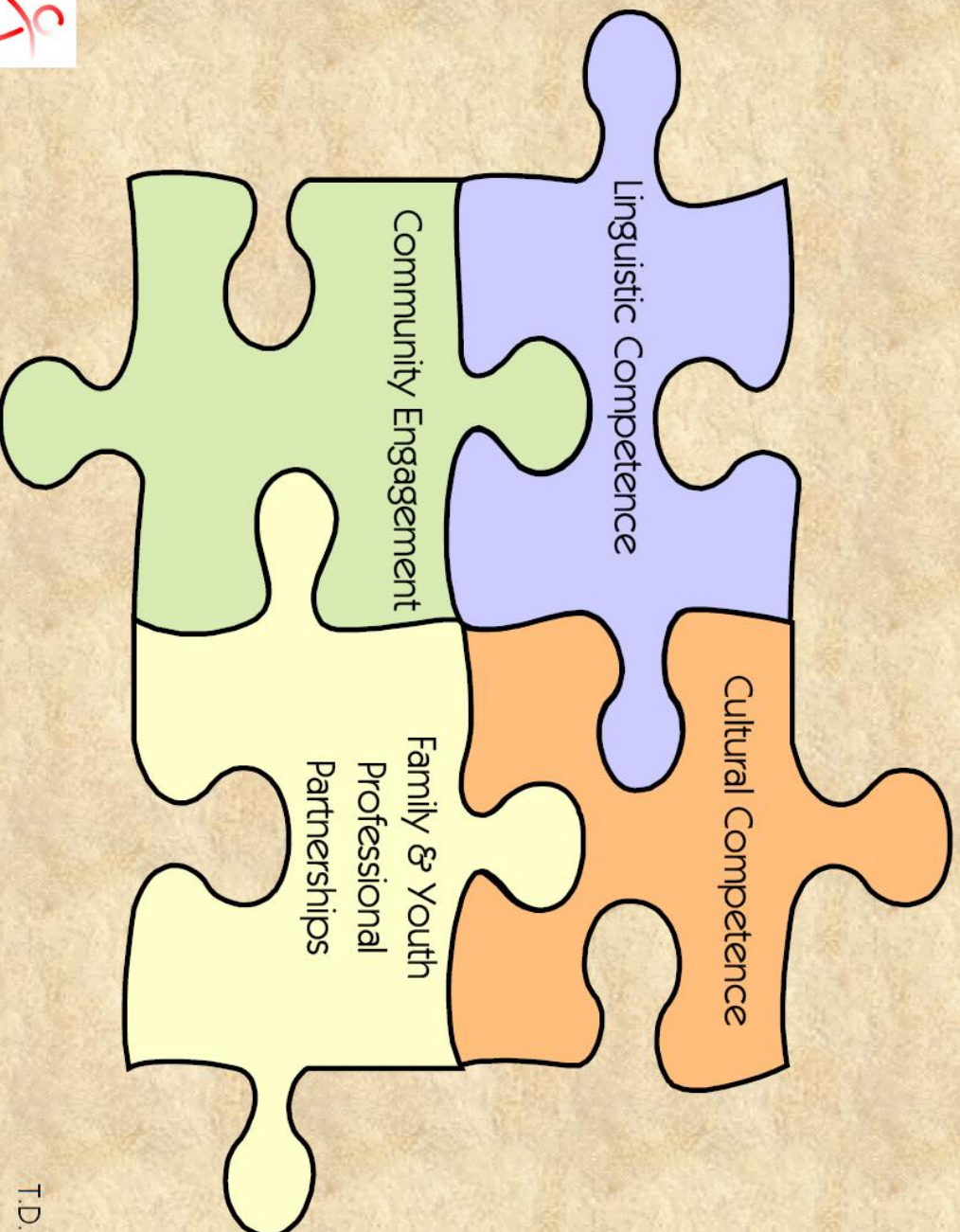
- Communities members are full partners in decision-making.
- Communities should benefit economically from collaboration.
- Community engagement should result in the reciprocal transfer of knowledge and skills between all collaborators and partners.

Goode & Brown . 1997
• Cross, Bazron, Dennis & Isaacs, 1989

Slide Source: The National Center for Cultural Competence, 2004

INTEGRALLY LINKED

Pieces of the Same Puzzle



T.D. Goode

Slide Source: National Center for Cultural Competence, 2004





Challenges for Providers

- Organizational support for cultural competence
- Policies and Procedures
- Knowledge of Individual Cultures
- Community Participation
- Use of Interpreters and Language Resources
- Culturally Appropriate Services

Dr. Alfredo Artiles - Addressing Students' Cultures



Video Clip

<http://www.youtube.com/watch?v=XQePuauUqtUg>

Cultural Competency

Culturally competent leaders work to understand their own biases as well as patterns of discrimination. They have the skills to mitigate the negative effects on student achievement and the personal courage and commitment to persist.

Source: Institute for Educational Leadership (2005) – Preparing and supporting diverse, culturally competent leaders: Practice and policy considerations



South Carolina Demographics

Culture of Poverty



Source: Business Insider, http://articles.businessinsider.com/2010-12-27/news/29995655_1_three-families-american-families-low-income, (Associated Press)

Culture of Poverty

The **culture of poverty** concept is a social theory explaining the cycle of poverty. Based on the concept that the poor have a unique value system, the culture of poverty theory suggests the poor remain in poverty because of their adaptations to the burdens of poverty.





Contributing Factors to Poverty

- Family Destruction and Weakness
- Education Deprivation
- Lack of Jobs – Under and Unemployment
- Lack of Community/Economic Development
- Lack of Income and Wealth Creation
- Lack of Minority Businesses/Venture Capital
- Health Status and Care - Disparities
- Disproportionate Representation - Criminal Justice System

Poverty and the Working Poor:

Tammy's Story



Video Clip



Video Clip:

Tammy's Story

How did this video make you feel? Why?

What are some barriers they are facing to getting out of poverty?

What did Tammy value most? What did her son value most?

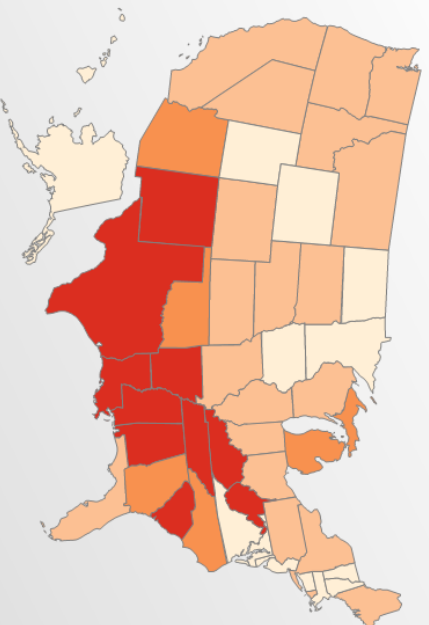
How do you think this effects or could effect the son's future?

Do you think he went to college? Why or Why not?

The Culture of Poverty

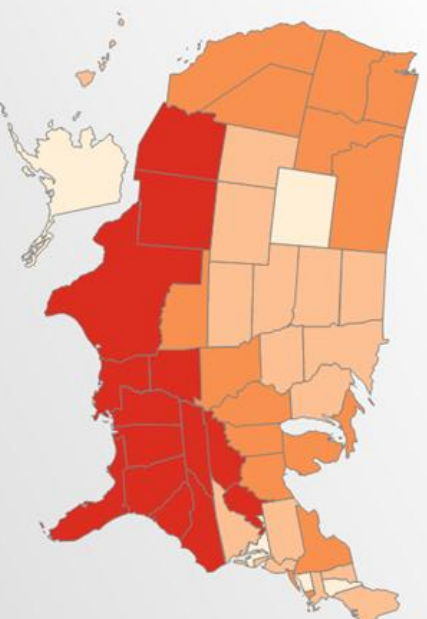
62

Percent of total population in poverty, 2010



2010

Percent of total population in poverty, 2013

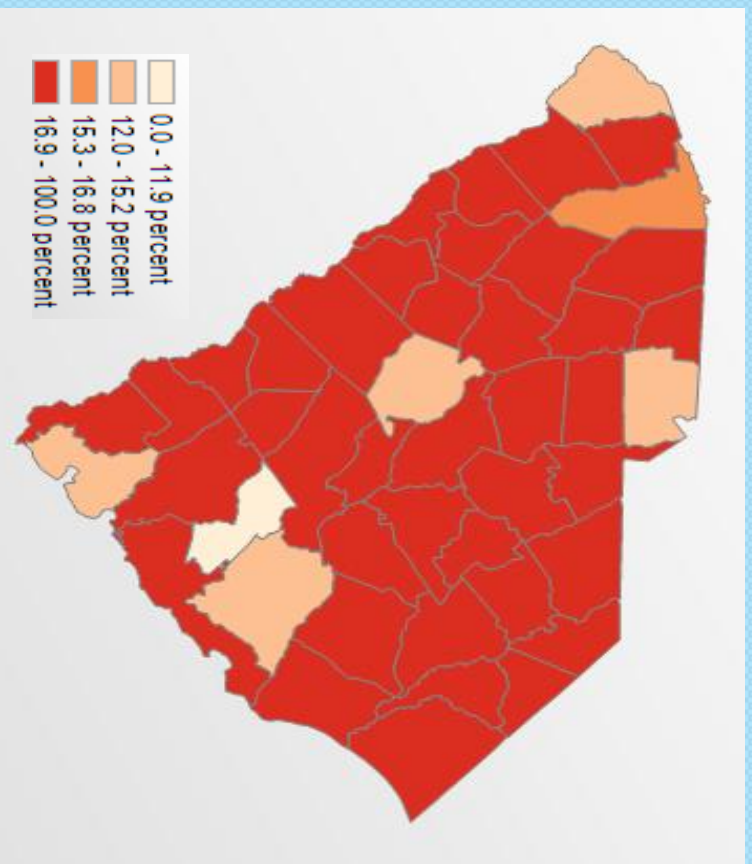


2013

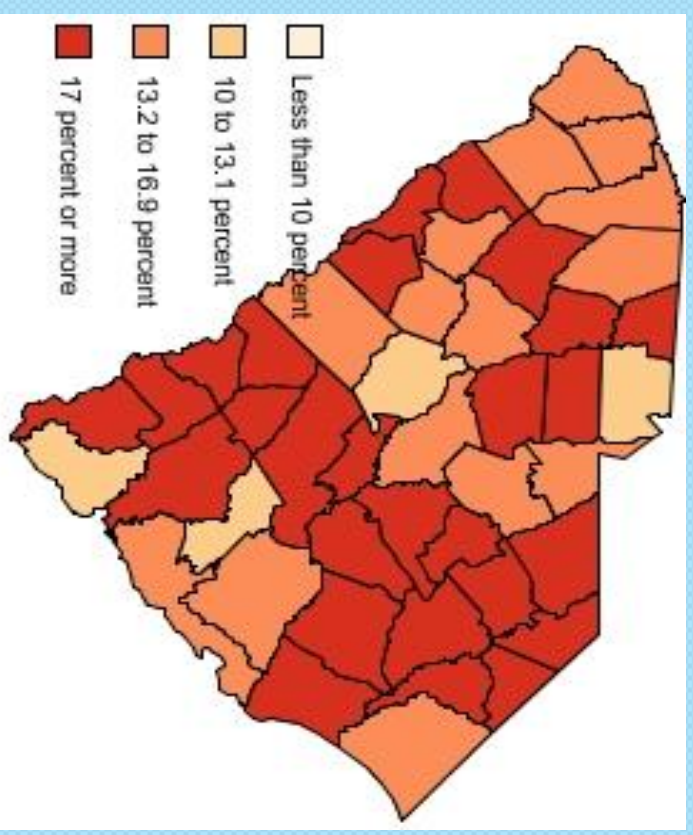
The Culture of Poverty

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Percent of Total Population in Poverty, 2010: SC



Percent of Total Population in Poverty, 2008:
South Carolina

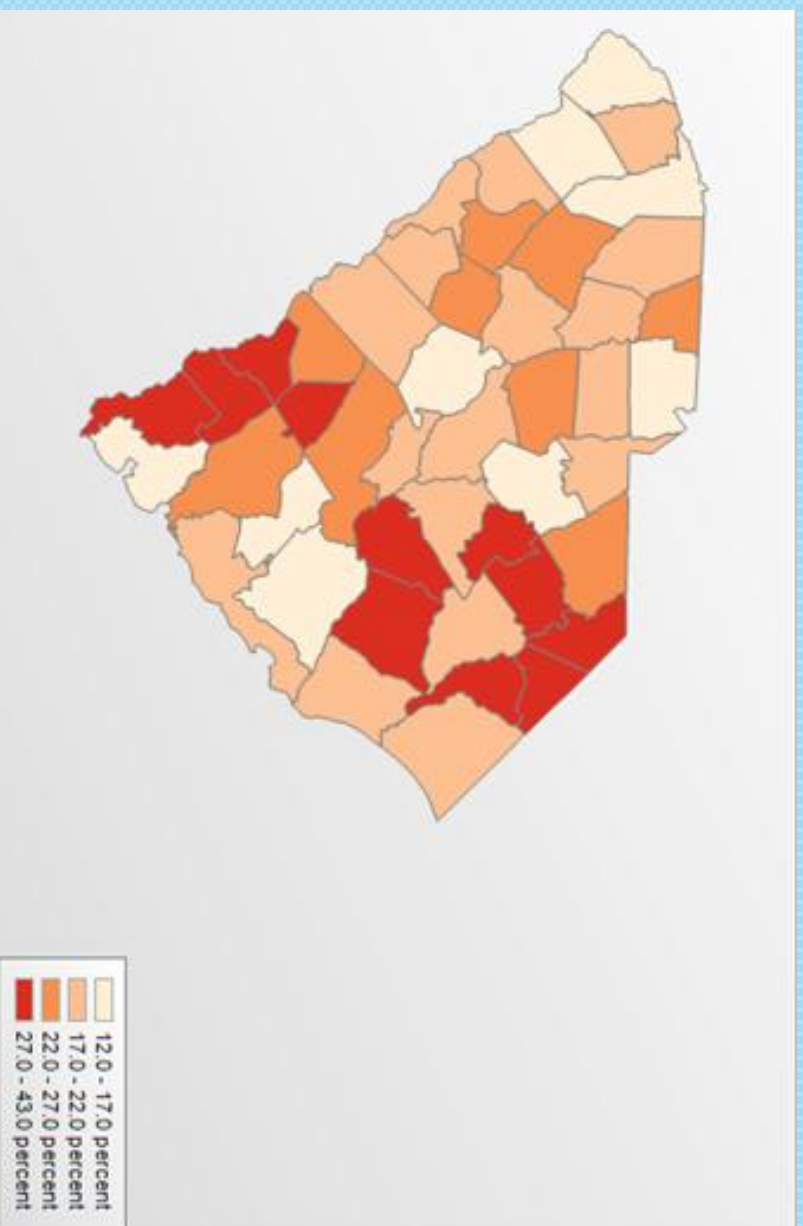


Source: www.ers.usda.gov USDA-Economic Research Services

The Culture of Poverty

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Percent of Total Population in Poverty, 2013: SC



The Culture of Poverty

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Top 10 SC Counties with the Highest Poverty (lowest to highest)

County	Percentage % (All Ages)
10. Jasper	27.2
9. Clarendon	27.3
8. Hampton	27.3
7. Darlington	28.2
6. Bamberg	30.7
5. Marion	30.7
4. Marlboro	31.3
3. Lee	32.8
2. Williamsburg	33.4
1. Allendale	42.4

National Average Poverty Rate: **15.1%**

South Carolina Average Poverty Rate: **18.5%**



Poverty Status of Minorities

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2010 American Community Survey: State Percentage Below Poverty Level By Race/Ethnicity

Race/Ethnicity	Percentage
State	18.2%
Whites	12.8%
Blacks	30.1%
American Indian or Alaskan Native	33.9 %
Hispanic	33.8%
Asian	8.5%
Native Hawaiian and Other Pacific Islander	N/A
Some Other Race	34.3.0%
Two or More Races	25.3%

Source: Income, Earnings, and Poverty Data from the 2010 American Community survey. U.S. Census Bureau. www.census.gov, 2012 SC Commission for Minority Affairs

Poverty Defined

Relative Poverty

- Relative poverty measures are the simplest ways to determine the extent of poverty in individual countries.
- The bottom 10% (or whatever percentage the government chooses to use) is then considered 'poor' or 'impoverished.'
- Poverty is relative to where you live and whose around you.

Poverty Defined

Poverty

- Poverty is a state of privation or lack of the usual or socially acceptable amount of money or material possessions (Zweig, Michael (2004) *What's Class Got to do With It, American Society in the Twenty-first Century*. ILR Press).
- The definition of poverty is based on total income received. For example, the poverty level for 2012 was set at \$23,050 (total yearly income) for a family of four (2012 HHS Poverty Guidelines, U.S.

Department of Health & Human Services).

- The most common measure of poverty in the United States is the "poverty threshold" set by the U.S. government. This measure recognizes poverty as a lack of those goods and services commonly taken for granted by members of mainstream society. The official threshold is adjusted for inflation using the consumer price index (Schwartz, J. E. (2005). *Freedom reclaimed: Rediscovering the American vision*. Baltimore: G-University Press).

Poverty Defined

U.S. Census Bureau

- The official poverty definition uses money income before taxes and does not include capital gains or noncash benefits (such as public housing, Medicaid, and food stamps).
- The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty.



Poverty Types

Generational poverty: families who have lived in poverty for at least two generations.

Situational Poverty: families that have fallen into poverty because of a traumatic event such as illness or divorce, unemployment, etc.

Dr. Ruby Payne

A Framework for Understanding Poverty

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Key Points to Remember

1. Poverty is relative.
2. Poverty occurs in all races and in all countries.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This information and work is based on patterns. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use the hidden rules of middle class.

A Framework for Understanding Poverty

Key Points to Remember

8. For our students/ adults to be successful, we must understand the hidden rules and teach the rules that will make them successful at school and at work.
9. We can neither excuse students nor scold them for not knowing; as educators/ clinicians we must teach them and provide support, insistence, and expectations.
10. To move from poverty to middle class or middle class to wealth, an individual must give up relationships for achievement (at least for some period of time).
11. Two things that help one move out of poverty are education and relationships.
12. Four reasons one leaves poverty are: It's too painful to stay, a vision or goal, a key relationship, or a special talent or skill.



A Framework for Understanding Poverty

Hidden Rules:

*Could you survive in
poverty?*

A Framework for Understanding Poverty

One of the key resources for success in school and at work is an understanding of the hidden rules. **Hidden rules** are the unspoken clues that individuals use to indicate membership in a group.





A Framework for Understanding Poverty

Hidden Rules Chart

POVERTY	MIDDLE CLASS	WEALTH
Survival	Work	Political connections
Relationships	Achievement	Financial connections
Entertainment	Material security	Social connections



A Framework for Understanding Poverty

Intervention Issues

- Be aware and prepared
- How you approach others matters
- Communication styles
- Relationships
- Advocacy

Cultural Competency Training

Conclusion Exercise



- What did you learn today?
- How will this help you work with underserved and diverse communities?

Questions





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